CAMBRIDGE TECHNICALS

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Examiners' report

HEALTH AND SOCIAL CARE

05830–05833, 05871

Unit 2 January 2025 series

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Contents

Contents....2
Introduction....3
Unit 2 series overview....4
Question 1 (a)....5
Question 1 (b)*....6
Question 2 (a)....8
Question 2 (b)....9
Question 2 (c)*....11
Question 2 (d)....12
Question 3 (a)*....12
Questions 3 (b) and (c)....13
Question 3 (d)....13
Question 4 (a)*....14
Question 4 (b)....15

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from Teach Cambridge.

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Unit 2 series overview

Most candidates were able to access all of the questions on this paper, including the Levels of Response (LOR) questions. Candidates took careful note of the command verbs which enabled them to produce answers that were appropriate and relevant. Many candidates demonstrated a good understanding of equality, rights, and diversity.

Candidates who took time to read the questions through and who carefully considered what the answer needed to cover, were generally able to achieve good marks. For example, in Question 2 (c) assessing the benefits of staff having regular meetings required consideration of pros and cons and reaching a conclusion about what the meetings could achieve.

This session, when responses were typed, it was sometimes challenging to read answers because of the tiny font size used and a lack of double spacing. A font size of 11 or 12, with double spacing should be used to help the examiners to read the response. Scripts where additional pages have been used should have each additional question and part question, clearly and accurately numbered.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• read questions carefully so that their responses were relevant to what had been asked (such as Questions 3 (c) and 3 (d) that are about social care not healthcare) • structured their longer answers enabling them to produce well-organised, focused answers (such as Questions 1 (b) and 2 (c), etc.) • used the question command verbs to help plan and structure their answers, e.g. describe, explain, identify, justify, assess.	• did not check how many marks the question is worth before starting their answer • read questions carefully – identifying two social care professionals, when the question is asking for health care practitioners • did not focus on the command verbs in the question.

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Question 1 (a)

1 Read the case study below.

> Sunshine Place provides care for residents aged 18–24 years.
>
> Zac is a resident at Sunshine Place. He has a physical disability and needs help with his mobility, for example, to get up out of a chair, to have a shower or to get dressed.
>
> The staff do not take good care of him. He is showered and dressed by 6.30 each morning as staff say they do not have time for a later start. Zac has bruises from rough handling in the shower and from getting on and off his chair, because two staff should be helping when moving him not one.
>
> He is never asked what he would like to wear or what he would like for breakfast. When Zac chats to the staff they ignore him or say he should be a 'good boy' and just watch TV.
>
> He spends most of each day in front of the TV because when he speaks to the staff they just laugh and say they have no time to waste having a chat with him.
>
> Zac is also worried about his personal belongings because things, such as his favourite T-shirt, have gone missing.

(a) Describe **four** different examples of discriminatory practice that Zac is experiencing.

Discriminatory practice	Example experienced by Zac
Abuse	
Being patronising	
Breach of health and safety	
Inadequate care	

[4]

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This question was answered very well, with most candidates gaining at least 3 marks and many gaining full marks.

Generally, those who lost a mark did so for not providing an example for breach of health and safety such as that two staff should be used to help Zac to move on and off his chair or assisting him with the shower, not just one. Not including that there is a risk of harm involved if using one person. Some candidates stated that a T-shirt going missing is an example of inadequate care

Question 1 (b)*

(b)* Identify and explain the impact the discriminatory practice may have on Zac.

.....

.....

.....

.....

.....

..... **[8]**

Good identification by most candidates of the different discriminatory practices that could have impacted Zac. Some candidates' answers demonstrated a lack of detail and explanation leading to Level 2 marks instead of Level 3.

This was seen when candidates just gave a wide range of impacts with no depth or description so could not be awarded Level 3. A few were list like responses that did now show understanding of how it impacted Zac, which prevented the achievement of higher marks.

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Exemplar 1

The abuse Zac is experiencing could have a damaging affect for his health. He is getting physical injuries like bruises causing him pain. This could make Zac feel disempowered. Being patronised by calling him 'good boy' ~~ma~~ can make Zac feel stupid and could lead to more issues like depression (bad mental health).
Having a breach of health and safety can cause poor health and well-being. It can cause physical problems like injuries and also mental health problems.

This response demonstrates a very good attempt at the question. This exemplar clearly demonstrates a candidate who has considered how Zac might be affected by the discriminatory treatment he is suffering, not just 'what' he is suffering. The example answer refers to physical effects such as bruises and pain and to emotional effects when Zac feels he is stupid and feels at risk of poor mental health, causes need to be considered.

However, the question states 'identify' and 'explain'. There is more 'identified' here than 'explained', this results in a Level 2 answer, rather than Level 3.

A little more explanation is required. 'Mental health' is mentioned twice – but with no explanation. 'Physical problems like injuries' needs to be developed with some explanation, e.g. type of injury, how long will it last, how serious can it be, will it get worse?

All of those points could be developed to provide explanation and gain Level 3 marks.

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Question 2 (a)

2
(a) Describe how community centre staff could demonstrate they value the following **three** aspects of diversity: music, sexuality and sexual orientation, and religion.

Describe a different way for each aspect of diversity.

Music

.....

.....

.....

.....

Sexuality and sexual orientation

.....

.....

.....

.....

Religion

.....

.....

.....

.....

[6]

Candidates tended to identify the following correct responses:
- Music from different countries and cultures,
- Pride month, and use of pronouns, providing a prayer room and celebrating festivals, with relevant festival examples.

However, some candidates repeated the question or did not fully describe how the staff demonstrated the value of diversity. Many referred to posters or flags without any qualification.

Some candidates who gained lower marks often wrote very little and just made one point without describing how it would value diversity. Marks were not awarded when candidates said that staff should be employed based on their sexuality to ensure diversity, and all residents should be called 'they'.

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Question 2 (b)

(b) Describe **three** different ways an advocate can help an individual to make a complaint about their care.

1 .....

.....

.....

2 .....

.....

.....

3 .....

.....

.....

[6]

Many candidates appeared not to know very much about advocates. Those who did have some knowledge generally achieved very good marks for this question.

The example below demonstrates an answer that gains full marks and also demonstrates very good exam technique.

Each answer provides a clear way an advocate can help, it provides three different ways an advocate can help an individual, the three ways are clearly stated at the start of each answer.

Advocacy

Candidates need to know how advocacy can help individuals within health and social care settings.

Learning Outcome 4.3 Choosing appropriate action/response to promote equality, diversity and rights in health, social care and childcare environments, i.e. providing information about complaints procedures/advocacy services

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Exemplar 2

1 They could help the individual to write a letter so that the complaint is in their own words.

2 They could host a meeting where they speak on behalf of an individual

3 They could take a message from the individual and then voice their complaint to whoever is in charge of the care.

[6]

This response provides an excellent attempt at this question and gains the full 6 marks.

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Question 2 (c)*

(c)* Assess the benefits of community centre staff having regular staff meetings.

.....

.....

.....

.....

.....

..... **[6]**

Many candidates were able to identify a few ways that staff meetings can be beneficial; however, they often did not include enough detail/information to say why.

Good responses gave reasons and benefits for the meetings, such as communication between management and staff, reminders of policies or new procedures, sharing concerns, updates and so on.

Assessment for learning

The main reason that restricted the marks gained by candidates was a lack of assessment. The question's command verb is 'assess' the benefits of having staff meetings.

OCR support

OCR provides a list of command verbs to help leaners and teachers know how to respond to questions.

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Question 2 (d)

(d) Identify **three** of the Equality Act 'Protected Characteristics'.

1 .....

2 .....

3 .....

[3]

Many candidates answered this question correctly.

Question 3 (a)*

3 Happy Days Residential Care Home provides care for older adults.

This includes:

- nutritious meals that cater for a range of dietary needs such as vegan, vegetarian, religious requirements, allergies
- having staff that are trained in manual handling and first aid
- gardens with a seated patio area
- wide corridors and no stairs
- a choice of activities for the residents to enjoy, e.g. art classes, yoga, a piano, use of a computer and prayer room.

(a)* Justify how the care provided for residents at Happy Days Residential Care Home promotes their individual rights and beliefs.

.....

.....

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.....

.....

..... **[8]**

Responses to this question were varied. Some candidates made a very good attempt and were able to justify two or three types of care provided, linked to the scenario, by focusing on meeting religious needs, accessibility, protection from harm and abuse, and providing activities by choice and meeting individual needs.

However, a few candidates just repeated the question within their response with no justification or any line of reasoning or the answer was too vague.

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Questions 3 (b) and (c)

(b) The manager of Happy Days Residential Care Home wants to achieve an 'outstanding' grade at the next CQC inspection.

State what the initials 'CQC' stand for.

C ..... **Q** ..... **C** ..... **[1]**

(c) Outline the role of the CQC.

.....

.....

.....

.....

.....

..... **[3]**

Most candidates were able to correctly name the CQC although a few mixed it up with the Care Certificate.

Many candidates were obviously familiar with the CQC and what it does. Carrying out inspections, grading the quality of care such as 'outstanding' to 'inadequate', can set targets to improve and can close down inadequate care settings or issue warning notices to care settings.

Question 3 (d)

(d) Happy Days Residential Care Home is a social care setting.

Identify **two** health care practitioners that a Happy Days Residential Care Home resident might use.

1 .....

2 .....

[2]

This was very well answered and most candidates achieved full marks. Some misread the question stating practitioner's that are not health specific, for example, social worker, care worker and therapists.

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Question 4 (a)*

4

(a)* Jamila is a social worker. Her supervisor suggests she is provided with a mentor so that she can improve her practice.

Explain why Jamila would benefit from being provided with a mentor.

.....

.....

.....

.....

.....

..... **[6]**

Most candidates achieved Level 2 for this question.

Most frequent answers included:

- a mentor is an 'experienced practitioner' and a role model, they can answer questions, help to improve future performance, and provides feedback.

Some candidates lacked clarity and logical structure to their answers containing vague explanations, e.g. help with a difficult case and will improve their chances of promotion.

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Question 4 (b)

(b) The table lists key features of different health and social care legislation.

Complete the table by identifying the piece of legislation that includes the key feature listed.

Choose the legislation from the list below:

Care Act
Children Act
Children and Families Act
Data Protection Act (GDPR)
Equality Act
Health and Social Care Act
Human Rights Act
Mental Capacity Act

Each piece of legislation may be used once, more than once or not at all.

The first row has been completed for you.

Key feature	**Name of legislation**
Identifies protected characteristics	Equality Act
Gives the right to respect, privacy, and family life	
Has five principles, e.g. presumption of capacity and support for individuals to make 'best interests' decisions	
Includes reforms for adoption and children in care	
Introduced the Paramountcy Principle	
'No decision about me without me' is a key aspect	
Outlines how local authorities should carry out carers needs assessments	
Principles for use and storage of information	

[7]

Most candidates scored at least 5 marks on the Human Rights Act, Mental Capacity Act, and Data Protection Act, but had difficulty with the Children and Families Act, Children Act, and Care Act.

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- the best practices for collecting, storing and submitting evidence
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- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
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We are also developing courses for some of the examined units, which will be available soon.

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